



LEARNING COACH PROGRAM EXPECTATIONS

PSD's COMMITMENT TO INCLUSION

Move from ...

- The idea of fixing students to **the idea of improving environments**
- Dependence on staff (teachers and EAs) to **focus on independence**
- Special Education to **ALL students being special**
- A deficit model of thinking to **a strength based model of thinking**
- Having high expectations for some to **having high expectations for ALL**

Each of these ideas are located along a continuum. Historically, in education, we have been more on the left side of the continuum and over the last decade we have been moving towards the right side of the continuum. These statements are an explicit declaration to our commitment to inclusion.

Learning Coaches will support us in this journey. The expectations of the Learning Coach Program are:

"Learning Coaches facilitate job-embedded and ongoing professional development for teachers." (Alberta Ed Learning Coaches video)

GOALS

In relevant and meaningful ways all students will learn, contribute and be active members of their learning community in the most inclusive and enabling environment. The ultimate focus is student learning.

DAILY WORK (of the coach)

With both individual teachers and/or groups of teachers the coach can:

- Support collaborative work at the school - solution focused – are growth agents
- Model lessons
- Observe students and provide feedback (identifying instructional needs)
- Facilitate lesson study or other professional learning structures
- Promote reflection
- Support joint problem-resolving efforts
- Assist in planning – curriculum, environment, supports (technology, human, and other)
- Team teach
- Participate as a member of the school-based success team
- Facilitate data conversations to improve instruction (common assessments, PATs, DIPs, etc.)
- Supply resources with follow-up reflection (relevant, meaningful, research-based and “learning appropriate” information and resources)
- Promotes continuous learning experiences (asks questions, researches possibilities, seeks a variety of options)

RESULTS (benchmarks)

- Number of teachers engaging with the coach and the frequency of contact
- Types of supports that are accessed

INTERACTIONS BETWEEN COACH AND PRINCIPAL

- Coaches and Principals should meet a minimum of once a month
- Consideration should be given to additional meetings at start up, reporting times and year end
- Discussion is focused on the following:
 - types of supports provided
 - trends and themes the coach is observing
 - number of contacts with teachers
 - supports that the coach needs (PD, helping the coach reflect on their role, troubleshooting, etc.)

**Individual teacher performance is not a topic of conversation

ENGAGEMENT

- All teachers will work with the coach; how they work with the coach is flexible.
 - Individual conversations
 - In PLCs or grade level meetings
 - In classroom or outside of classroom

REPORTING

- A minimum of two times per year the coach reports to staff general data about numbers of teachers they worked with, trends and themes, types of supports provided and additional supports that could be provided.

EVIDENCE OF SUCCESS

- Intentionally, coaches and Principals gather 'good news' stories and new learnings (testimonials from teachers) to be shared regularly with staff – *What is Coaching doing for the staff and students?*

“A learning coach advocates for, facilitates and supports improved instructional practices with teachers, but never performs supervision or evaluation.”

(Alberta Education, Exploring School-Based Learning Coaches in Alberta, 2010)